

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal Information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p>Place date stamp here</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center 2014 MAY 13 PM 2:05 </p>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Angleton Independent School District	020902	102,108	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000043		14	
Mailing address		City	State ZIP Code
1900 North Downing Road		Angleton	TX 77515

Primary Contact

First name	M.I.	Last name	Title
Dr. Patricia		Walker	Superintendent
Telephone #	Email address		FAX #
979-864-8000	drpat@angletonisd.net		979-864-8070

Secondary Contact

First name	M.I.	Last name	Title
Heidi		Crist	Instructional Technology Coach
Telephone #	Email address		FAX #
979-864-8000	hcrist@angletonisd.net		979-864-8070

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Patricia		Walker	Superintendent
Telephone #	Email address		FAX #
979-864-8000	drpat@angletonisd.net		979-864-8000
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

5/12/14

701-14-107-182

Schedule #1—General Information (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.		N/A	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Angleton ISD campuses selected to participate in this grant application includes Northside Elementary and Rancho Isabella Elementary. Each of these campuses was selected by a committee made of the district's Elementary Curriculum Coordinator, Secondary Curriculum Coordinator, Director of Academic Services, and the Instructional Technology Coach. Campus leaders at all Angleton ISD campuses were asked to propose how they would use this grant. Based on the uniqueness and completeness of their responses, evaluation of student needs that would be addressed, and the percentage of economically disadvantaged students served, Northside Elementary and Rancho Isabella were selected and have developed a technology lending program for which we are seeking \$96,048. This budgeted amount is based on purchasing 120 iPads (60 for Rancho Isabella Elementary and 60 for Northside Elementary), 24 hotspot wireless devices and service (12 for each campus), iPad covers, apps, and insurance to protect the devices. iPads were selected because of the wide variety of educational and critical thinking apps, and the educational resources available through Apple corporation.

RANCHO ISABELLA PRIMARY OBJECTIVE: Provide 60 insured tablets and 12 hotspot wireless devices to our 5th Grade core teachers. The devices will be used by all students in 5th grade, in a 1:1 student/device ratio, particularly in the area of greatest assessed, Science. Less than 20 out of 50 economically disadvantaged students in the 5th grade met the standard for the 2013 STAAR Science Test. Twenty-eight of our 56 5th grade students (2014 – 2015) students meet the criteria for economically disadvantaged.

Device checkout will be facilitated by the 5th grade science teacher. During the day, fifth grade students will be able to check out a device for use during the school day. The Science teacher will be the technology custodian and will maintain the checkout record system, collecting lending data to include in the grant success measures. At the end of the day, students that need to access a device at home, and that do not have internet (61% of current 5th graders, 59% of incoming 5th graders) will be checked out a device for educational purposes. All students that use the devices will be trained in the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills, and they, and their parents, will be required to sign a *Technology Lending Agreement*, that will also include a Responsible Use Policy. Checkout priority will first go to economically disadvantaged students that need remediation and homework help, and who do not have internet services at home.

Currently, the 5th grade Science teacher at Rancho Isabella has three devices, including her personal device that she uses with 68 students. Students rotate to use these devices as instructional enrichment. The Science teacher already has received professional development specifically to be able to utilize technology to drive instruction. The addition of devices through this grant would enhance and expand the skills she is using already to teach with technology. In addition, she would be available to provide additional professional development to all teachers who utilize iPads and who participate in the student device lending program. The Instructional Technology coaches in the district will also provide additional training and support.

The Campus Improvement Plan developed by the Campus Advisory Committee in partnership with all community stakeholders have agreed on a needs assessment that increases students' performance on standardized test by providing additional science instruction through the use of technology devices. The goals and objectives of the grant program include measureable progress in Science throughout the year, measurable progress in reading, writing (English Language Arts), math, and social studies throughout the year. Student success will be measured through attendance and grades, three Benchmark Assessments administered during the year, and a Mock STAAR test. These measures will be compared prior year student results and with student technology lending trends to show student success through this program.

RANCHO ISABELLA ELEMENTARY ADDITIONAL OBJECTIVES: Rancho Isabella has a Title I teacher who provides direct instruction to academically struggling students and economically disadvantage students. She can potentially work with all 340 students on campus as Rancho Isabella is a Title I school. In partnership with our fifth grade science teacher, she will also provide technology device access to drive elements of instruction in the areas of science, but to also include reading and math. One of her innovative initiatives is to provide an opportunity for fifth grade students

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

to work with lower grade levels and provide tutoring and teaching opportunities. Students who can teach furthers their own knowledge and understanding. The learning potential is unlimited.

The Technology Lending Program Grant would benefit all students of Rancho Isabella. By increasing media device access, students will have an opportunity to advance learning. Everyone will be able to achieve more.

NORTHSIDE ELEMENTARY PRIMARY OBJECTIVE: Northside Elementary school of Angleton ISD will provide iPad devices and instruction through technology to each of our struggling Kindergarten – 5th grade students. Through this grant, we are seeking the purchase of 60 iPads and 12 hotspot wireless devices with education-secure internet.

We will focus on providing intervention lessons and practice through applications on the iPads, enhancing good teaching practice with technology. We will add the use of iPads to our current intervention club held prior to the school day, also known as the After Breakfast Club, or ABC. These targeted students receive daily intervention lessons. These student will participate in the lending program and will be able to practice at home through the lending program. Also included in our program will be classroom iPad stations where all students rotate within the classroom and use the iPads. The organization, in-school lending, and home-lending will be coordinated by the Title I teacher and the Campus Technology Representative. Students that are economically disadvantages, struggling in school, and that do not have internet will be given first priority for home iPad and wireless hotspot lending so they can continue to practice skills taught at ABC, by the Title I teacher and her assistants, and by the students' teachers. About 50% of students at Northside Elementary do not have internet service at home. Economically disadvantaged students make up 53.9% of our students.

Our Campus Improvement Plan developed by the Campus Advisory Committee in partnership with community stakeholders have agreed on a needs assessment that increases student achievement on standardized test by providing the use of and engaging students in learning through modern technology. Solutions to the school needs include a Title I teacher who provides direct instruction to academically struggling students. She can potentially work with all 475 students on campus as our school is a Title I school. In partnership with our K – 5 classroom teachers, she will also provide technology device access to drive elements of instruction in the areas of reading, math, and science.

The Title I teacher and the Campus Technology Representative will be responsible for determining device need on-campus and at home. Again, priority lending for home use will be given to students that are economically disadvantages, struggling in school, and that do not have a computer device or internet service at home. They will maintain a system to collect lending data that includes check out documentation, RTI information, student progress via grades and/or benchmark scores, state assessment scores and device use.

Student success will be measured through the data collected by the Title I teacher and the Campus Technology Representative. Program improvements and planning will take into account that data and will also include input from the principal, leadership committee, and, most importantly, the students' teachers.

This application is complete and has therefore met all statutory requirements. Our district meets Texas Education Agency (TEA) requirements for application. Per the Public Education Information Management System (PEIMS), Angleton ISD has enrollment of 60.5% economically disadvantaged students. Our most recent District Technology Plan, 2013 - 2016 was approved last year and is on file with TEA. All of our teachers completed the Campus School Technology and Readiness (STaR) Chart at a level of Developing Tech or above in all areas and for all campuses on the STaR chart survey.

The management of this program will be coordinated with the teachers (student success initiators, instruction, remediation, device and data management), Technology Department (devices, infrastructure, device management, and internet filtering and safety), Instructional Technology (professional development and instructional technology coaching), campus improvement committees (student success, goals, and initiatives based on student needs), campus leaders (teacher support, needs evaluator, student initiatives, campus goals), and the district Superintendent (campus and district support and goals for student initiatives and success).

Angleton ISD will administer and promote this program with fidelity and integrity in every facet of the program, working, as always, toward the success of our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 020902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,368	\$0	\$31,368
Schedule #9	Supplies and Materials (6300)	6300	\$65,880	\$0	\$65,880
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0
Total direct costs:			\$97,248	\$0	\$97,248
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$97,248
Grand total of budgeted costs (add all entries in each column):			\$97,248	\$0	\$97,248
Administrative Cost Calculation					
Enter the total grant amount requested:					\$0
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$0
This is the maximum amount allowable for administrative costs, including indirect costs:					\$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$0
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$ 0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$ 0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$ 0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID:020902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$31,368	
(Sum of lines a, b, c, and d) Grand total		\$31,368	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 020902				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$0	
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	iPad Air	Student use and Check out	120	\$479	\$63,480	
	2	iPad Cover	Student iPad Protection	120	\$50		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$2,400	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$0	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
Grand total:						\$65,880	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 020902		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$0
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$0
6490	Indemnification compensation for loss or damage		\$0
6490	Advisory council/committee travel or other expenses		\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$0
Remaining 6400—Other operating costs that do not require specific approval:			\$0
Grand total:			\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 020902			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX/15XX—Technology hardware, capitalized				
2			\$	\$0
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$0
Grand total:				\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			340/462	
Category	Number	Percentage	Category	Percentage
African American	48/54	N/A	Attendance rate	97%/96.8%
Hispanic	117/167	N/A	Annual dropout rate (Gr 9-12)	0%/0%
White	171/229	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	3/0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	204/249	60%/53.9%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	7/2	2%/0.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	20/0	5%/0/0%	Average ACT score (number value, not a percentage)	N/A

Comments

Numbers listed on this page are for both elementary school grant proposals. The first number in each section is data for those that will be served at Rancho Isabella Elementary (Title I school, all students). The second number is data for those served by the grant proposal at Northside Elementary (Title I school, all students).

The primary goal for this grant at Rancho Isabella targets 5th grade. The data categories for just 5th grade (using 2013 – 2014 4th grade student data) at Rancho Isabella are as follows: African American, 9; Hispanic, 21; White, 26; Economically disadvantaged, 28 (50%); LEP, 1 (2%); Disciplinary placements, 3 (5%); attendance rate, 98%; Annual dropout rate, 0%.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		47 66	64 72	62 76	43 85	56 80	68 82								340 462
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Department at Angleton ISD proposed participation in this grant program to all nine Angleton ISD campus leaders. Principals at each campus were presented with a PowerPoint to summarize the main points of this grant. They were then given the opportunity to review the Technology Lending Grant materials and to determine if and how they would participate in the program. Seven of the nine campus leaders submitted proposals.

A committee consisting of the Director of Academic Services, Elementary Curriculum Director, Secondary Curriculum Director, and Instructional Technology Coach met to discuss the submitted proposals. Campus criteria that evaluated included percentage of economically disadvantaged students, STAAR test results, and Title I funding availability. Two campuses were selected, Rancho Isabella Elementary and Northside Elementary, primarily due to the socio-economic and academic needs of their students, and how each campus proposal met the requirements of this grant. Another consideration was the lack of technology devices for students at each campus. Northside Elementary has some iPad devices (24) newly acquired this year, but none of the students at Rancho Isabella have student tablet devices.

Neither campus currently has technology lending program. Students at both schools access technology through the four PC-based computers in each classroom or a computer lab. There are three computer labs with 22 computers at Northside and four computer labs with 22 computers at Rancho Elementary. Each classroom has a teacher presentation station consisting of a big screen TV/monitor attached to a PC and a document camera. A few teachers at each campus have one or two iPads that they connect to the presentation station. Northside Elementary just recently obtained 24 iPad minis that will put on a cart for teachers to check out for classroom use. Occasionally (less than five times in the school year) students in Rancho Isabella 5th grade are permitted to bring their own devices to school if they have them.

At Rancho Isabella, 61% of current 5th graders (42 out of 68) have internet access at home. For current 4th graders, those that will be the first year participants in this grant, 59% (33 out of 56) have internet access. Participation in the technology grant will permit those students without internet at home to access the internet for education purposes. At Northside, approximately 50% of their students do not have internet at home.

Academically, Rancho has a definite need in STAAR Science, as measured by the 2013 STAAR Science Test. Less than 40 out of 50 5th graders met the standard on this test. This is the primary area of concern for Rancho Isabella. Less than 45 out of 50 of these students met the standard for all 2013 STAAR tests. Less than 45 out of 50 of the 5th grade students pass all subjects every six weeks. Through the Technology Lending Grant and the technology skills of their Science teacher, growth in Science, and all other core subjects, will be supported through technology-rich apps and software that will be accessed on devices in class, in tutorials, in direct instruction to academically struggling and economically disadvantaged students in Rancho Isabella's Title I program. Learning will continue at home through access to the same devices they are using at school in a filtered, education-safe, internet service provider.

Westside is looking for growth in all students served by their intervention and remediation programs. They are seeking to improve upon STAAR test scores from last year. For all subjects in 2013 STAAR testing, 84% of all students met standard. For all economically disadvantaged students, this was 79%. The weakest areas were in writing and science, with just 60% and 70%, respectively, of all economically disadvantaged students that met standard. Working with their remediation, tutorial and intervention programs, they seek to improve on these scores with technology because of the multiple modes of learning available with iPads, and the ability to bring the devices home, should Angleton ISD receive this grant.

Both campuses assess individual student needs through teachers, Title I support, Campus Advisory Committees, and leadership teams that consistently and regularly look at the needs of their students in learning. Meetings take place weekly among teachers and Title I support, and at least once a month in the campus committees, but frequently more often, to evaluate student success and student interventions.

Because both Rancho Isabella submitted plans that met the requirements of this program, would impact many economically disadvantaged and Title I students, it was determined by the committee that their needs were the greatest of all nine campuses in the district.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	RANCHO ISABELLA: All 5 th grade students will show measurable progress in science throughout the school year toward success on the STAAR Science Test. Less than 30 out of 50 economically disadvantaged students met standard for STAAR Science as measured by the 2013 STAAR Science Test.	This grant will provide additional innovative intervention to strengthen science instruction. The use of technology is currently limited to a few devices and class time opportunities. The grant will provide double the amount of practice time and improve access to student devices to 1:1. Furthermore, teachers will integrate the use of technology into the science curriculum utilizing the technology TEKS.
2.	RANCHO ISABELLA: All 5 th grade students will show measurable progress in reading (English Language Arts), and math throughout the school year, and as measured on the STAAR Test. Less than 40 out of 50 students met standard for the 2013 STAAR Test for reading.	Students struggling in reading/math have supplemental small group instruction with a certified teacher and/or a Title I teacher. Through the devices provided with this grant, the teachers will be able to assign at-risk students to evening tutoring, in addition to the work they do at school with the devices. Students will be able to access these assignments through the technology devices and the provided education-secure internet access.
3.	RANCHO ISABELLA: All 5 th grade students at Rancho Isabella that are struggling in reading, science, social studies, or math will have supplemental small group instruction and will show measurable progress in these subjects. Of all 5 th grade students, at least five students fail each Six Weeks grading period.	The Title I teacher will have access to students that are failing, and can assign additional reading and math opportunities utilizing technology at school during small group instruction, and at home through education-safe internet access. Additionally, any available devices can also be used by the Title I teacher for students in other grades requiring remediation.
4.	NORTHSIDE: All students will show measurable progress in both reading and math. Additional intervention programs and software must be utilized in order for students to maximize progress.	All students will be provided with opportunities to interact with technology at home. Many of these students do not have internet access at home (50%), nor do they have devices to enhance their practice of material learned during the school day. This grant would help teachers find new and innovative ways to present/reteach concepts to our most struggling students.
5.	NORTHSIDE: All students will show measurable progress in our Response to Intervention (RTI) program. Students in our RTI program are monitored by the teacher and the campus Student Success Team for progress. Intervention lessons are planned and presented to help target the individual needs of the child.	Targeted students will learn by the use of modern technology. Students learn best when all modes and learning styles are being addressed. This grant would benefit our targeted group of students by allowing them to practice at home independently in a fun, kinesthetic, and motivating manner. The use of technology will build their confidence, which will, in turn, build their competence.

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Schedule #14—Management Plan

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Science Teacher	Good computer and iPad skills, and a strong desire to provide innovative instruction. They must be trained and experienced in integrating technology in the classroom, including Technology Applications TEKS and selection of iPad apps. The teacher must be able to manage student device use, checkout tablet devices, and collect student use data.
2.	Remediation Teachers	Skilled at identifying and working with students needing remediation. Skilled in finding and knowing how to integrate the use of iPad apps for student success.
3.	Instructional Technology Coach	Assess and provide technology training needs of teachers as they seek to safely and efficiently integrate technology in the classroom. Observe and propose instructional solutions that will supplement skills that they already have, with a goal of student success in all areas.
4.	Technology Coordinator	Provide technology solutions that will best help Rancho Isabella and Northside Elementary achieve student success, including selection of device, insurance, and wireless/internet provider. They will assure digital safety and will also help manage device software and apps.
5.	Principal	Support teacher instruction, teacher professional development. Assist with discipline related to tablet use. Facilitate discussions and data analysis related to student success. Direct all involved personnel toward program goals.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Rancho Isabella (RI): Increased 5 th grade STAAR Science Performance	1. Collect student data (grades, test, tech needs)	9/1/2014	10/1/2014
		2. Introduce devices, begin lending and instruction	10/1/2014	10/31/2014
		3. Student improvement in grades and test data	2/2/2015	5/21/2015
		4. Revise 2 nd year plans based on student needs	5/18/2015	9/15/2015
		5. Repeat steps 1-4 for 2015 – 2016 school year	8/25/2015	8/6/2016
2.	RI: Increased 5 th grade reading and math STAAR performance	1. Collect student data (grades, test, tech needs)	9/1/2014	10/1/2014
		2. Introduce devices, begin lending and instruction	10/1/2014	10/31/2014
		3. Student improvement in grades and test data	2/2/2015	5/21/2015
		4. Revise 2 nd year plans based on student needs	5/18/2015	9/15/2015
		5. Repeat steps 1-4 for 2015 – 2016 school year	8/25/2015	8/6/2016
3.	RI: Increased 5 th grade student success in all core subjects	1. Collect student data (grades, test, tech needs)	9/1/2014	10/1/2014
		2. Identify students and begin remediation program	10/1/2014	10/31/2014
		3. Student improvement in grades and test data	2/2/2015	5/21/2015
		4. Revise 2 nd year plans based on student needs	5/18/2015	9/15/2015
		5. Repeat steps 1-4 for 2015 – 2016 school year	8/25/2015	8/6/2016
4.	Northside (NS): All students will show measureable progress in reading and math	1. Collect student data (grades, test, tech needs)	9/1/2014	10/1/2014
		2. Introduce devices, begin lending and instruction	10/1/2014	10/31/2014
		3. Student improvement in grades and test data	2/2/2015	5/21/2015
		4. Revise 2 nd year plans based on student needs	5/18/2015	9/15/2015
		5. Student benchmark data (grades, test, device need)	8/25/2015	8/6/2016
5.	NS: Students in RTI program will show measurable progress	1. Collect student data (grades, test, tech needs)	9/1/2014	10/1/2014
		2. Identify students and begin remediation program	10/1/2014	10/31/2014
		3. Student improvement in grades and test data	2/2/2015	5/21/2015
		4. Revise 2 nd year plans based on student needs	5/18/2015	9/15/2015
		5. Repeat steps 1-4 for 2015 – 2016 school year	8/25/2015	8/6/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rancho Isabella Elementary has weekly meetings whose primary function is to review goals and objectives to measure and make adjustments. Our Leadership team meets once a month. Team members can recommend agenda items, the principal sets the agenda. Discussion revolves around student academic performance data. Adjustments, initiatives and interventions are agreed upon. The plan is shared with grade level teams and then directly to students. The team makes recommendations to the Campus Advisory Committee and becomes part of the Campus Improvement Plan (CIP) which is accessible to all parents and community members. Teachers meet weekly in level meetings to discuss interventions and student improvement strategies.

At Northside Elementary, we are reminded of our goals and objectives throughout the school year. Our grade level team leaders and committee chairs present the current CIP to their respective team/committee. The grade level teams and committees all review the CIP to determine what goals were met and which we are currently working towards. Academic performance and interventions are discussed and placed accordingly into our plan of action. During our weekly leadership meetings, teams present any additions and/or revisions needed on our CIP. Adjustments are made and the CIP is presented to the Campus Advisory Committee for approval. Teachers also meet weekly in level meetings to discuss interventions and student improvement strategies.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RANCHO ISABELLA 5th grade science class has three iPads currently. Students rotate device use during class time. The fifth grade science teacher connects her iPad Air to the classroom presentation station (large-screen computer/monitor) for all students to view when providing direct instruction. Other classes and the Title teacher currently do not have access to tablets for their students. WITH THIS GRANT: All 5th grade students will have access to an iPad to follow the teacher, create projects, rotate through app-based centers, and complete individualized instruction on the iPad in school and after school. The Title teacher will be able to coordinate digital remediation for the 5th grade students and other students in the school as devices are made available.

NORTHSIDE ELEMENTARY currently has a variety of accessible technology for students and teachers, including eight Promethean boards (K & 5 classrooms). All other classrooms have interactive touch screen monitors that students interact with, and can be projected onto our presentation stations for whole class viewing. In one of our intervention groups, called the After Breakfast Club (ABC) because it is after breakfast and before school starts, students learn by interacting with touch screen monitors individually. Our library has 20 Kindles that are checked out to students for home reading. We recently purchased 24 iPad Minis to assist with our upper level classrooms. Our Title I and intervention teachers work with students in one of three computer labs, with intervention programs like Think through Math and Istation for Reading. WITH THIS GRANT our most struggling students will have individual devices to enhance their instruction and learning during the school day. We will set up "iPad Stations" in our classrooms. Students without internet access and with the greatest need (economic/academic) will continue learning at home by checking out a device. Our classroom "iPad Stations" will maximize the effectiveness of grant funds by giving all of our students an opportunity to engage with technology. Most of our intervention programs can be accessed at home.

TEACHER COMMITMENT will be maintained at BOTH CAMPUSES through campus leadership support and instructional technology coaching to assure teachers receive the professional development and technology support needed to successfully integrate technology. STUDENT COMMITMENT will increase as they achieve better grades and test scores in a hands-on learning environment and individualized instruction provided through iPads.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Device check out and lending will be documented	1.	Parent/Student acceptable use agreement signed
		2.	Targeted students will be taught Digital Citizenship
		3.	The program teacher will maintain a student check out log
2.	Student achievement evaluated every 6 weeks by teachers and during the year by campus committees	1.	Benchmark tests grades administered throughout the school year increase
		2.	Mock STAAR tests results (February) predict students success on STAAR test and remediation needs of other students
		3.	Actual STAAR test results: Significant increase in the number of students passing and in the scores achieved.
3.	Student Survey of device use before, during, and at the end of each school year	1.	Student device use during school will be collected and documented
		2.	Student device use after school will be collected and documented.
		3.	Student satisfaction with the program that leads to program improvement.
4.	Teacher survey of technology use before, during, and at the end of the program	1.	Teacher personal tech use data will be collected and show improvement
		2.	Teacher classroom tech use will be collected and show improvement
		3.	Teacher satisfaction in the use of tech in the classroom will be positive.
5.	Student grades and attendance will be collected each six weeks	1.	Students in the program will show a significant increase in 6 weeks grades.
		2.	Student attendance will meet or exceed school, district, and state goals.
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Device check out and lending will be documented by the 5th grade Science teacher at Rancho Isabella (RI) and by the Title I teacher at Northside (NS). Lending logs, daily use, and trends will be collected and analyzed weekly. Digital Citizenship will be taught to 5th grade students at RI by their teachers and any other students that may use the device for remediation by the Title I teacher. At NS, the Title I teacher will teach Digital Citizenship to the students prior to allowing student check out. At RI, 23 out of 56 (41%) 4th graders (2014 – 2015 5th graders) do not have internet access at home and will benefit from this grant. At WS, 226 out of 445 students surveyed do not have internet access at home and will benefit from this grant.
2. Student achievement is evaluated regularly by teachers, campus leaders, and committees. Data that is evaluated includes Benchmark tests administered at the beginning and end of 1st Semester, mock STAAR tests administered early in 2nd semester, student grades, and attendance. Problems with student mastery will be identified and evaluated at least every six weeks. Problems related to device use, lending, teacher training in technology integration, digital safety, and student connectivity at home will be evaluated weekly at level meetings among 5th grade teachers at RI and the Title I teachers.
3. A student survey will be provided by the technology department through Eduphoria Forms that will measure quantitative and qualitative measures that show how students are learning through technology. Some measures will include time using technology at school and at home, how the devices help or don't help them learn, the ability to connect at home, apps used, digital safety, and cyberbullying. Program improvements will be made based on collected data.
4. The teacher survey will also include time using technology at school and at home, but will also be directed toward their professional development needs and confidence in integrating technology in the classroom.
5. Student grades and attendance data will be collected through Skyward. Teachers can analyze this data at any time. They will be able to compare grades and assessment data with student technology use, technology lesson integration success, and student attendance. This comparison will permit them to further adapt the technology lending grant toward student success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RANCHO ISABELLA: There is not a technology lending program currently at Rancho Isabella. Through this grant, fifth grade students will be provided use of 60 iPads. Current enrollment of 5th grade students is at 68. Providing 60 iPads will enable most students to use an iPad in at least one or all of their core classes. The teachers work together in one "pod", and will be able to plan effective iPad use among all classes in their weekly level meetings. These devices will be used daily in all core classes, with an emphasis on daily use in Science. For incoming 4th graders, 23 students do not have internet access at home, and 50% of the 56 total students are considered economically disadvantaged. iPads will be available to students for check out for home use, through the Science teacher. All students will be required to know the skills found in the Digital Citizenship strand of the Technology Applications TEKS, and will be required to have an acceptable use policy and a Technology Lending Agreement on file before using the devices. She will assure that the students have an educational use to bring the device home before checking out the iPad for them to take home with them. Students that do not have internet at home will also check out one of 12 hot spot devices that will provide filtered, educational use-only, internet service through a wireless provider. The science teacher will use apps that she has already proven in the past school year that show success and promise for students. They will also have the support of campus leaderships, instructional technology coaches, and professional development in technology.

RANCHO ISABELLA ELEMENTARY FUNDING NEEDS

60 iPads (\$479 each)

60 iPad covers (\$50 each)

Apps (\$1,200 for all devices)

Hotspot Monthly fees for 12 hotspot devices (\$38/month for 24 months)

Insurance (\$79 for two years for all 60 devices)

Total cost: \$48,624

NORTHSIDE ELEMENTARY: Recently, Northside purchased 24 iPad minis and has put them in the library for teachers to checkout for class use only. These were purchased with Title I funds. Until then, the only other technology lending program at Northside is Kindles available for student checkout in the library. This grant will provide funding for a program that Northside would not have been able to do before. The Title I teacher will coordinate the checkout of iPad devices during school. She will primarily use these devices for remediation. After school, she will also determine, through evaluating grades, teacher concerns about specific students, remediation needs, home internet availability, and economic needs, who is to take the iPad and/or a hotspot device home with them for educational use. At Westside Elementary, approximately 50% of the students do not have internet access at home. Fifty-three percent of all students are economically disadvantaged. All students will be required to know the skills found in the Digital Citizenship strand of the Technology Applications TEKS, and will be required to have an acceptable use policy and a Technology Lending Agreement on file before using the devices. Teachers will also maintain iPad use procedures in the classroom to assure iPad misuse does not happen. Through this grant, Northside will also be purchasing 60 iPads and 12 hot spot devices. The program will be supported by campus and district leaders, instructional technology coaches, and professional development classes available through technology.

WESTSIDE ELEMENTARY FUNDING NEEDS

60 iPads (\$554 each)

60 iPad covers (\$50 each)

Apps (\$1,200 for all devices)

Hotspot Monthly fees for 12 hotspot devices (\$38/month for 24 months)

Insurance (\$79 for two years)

Total cost: \$48,624**For TEA Use Only**

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RANCHO ISABELLA: Rancho Isabella does not have a technology lending program. Current devices used in fifth grade (three iPads) were purchased through local funds. Tablets or other personal technology devices have not been purchased through the Instructional Materials Allotment (IMA), however, new textbook adoptions for 2014 – 2015 (K-5 Science and Math) will work with the iPads and enhance iPad use in the classroom.

NORTHSIDE ELEMENTARY: Current tablet devices (24 iPad minis) were purchased through Title I funding. Tablets or other personal technology devices have not been purchased through IMA funds. The district textbook adoption for Science and Math, like at Rancho, will enhance the use of the existing tablets and the new tablets that will, hopefully, be acquired through this grant. Other than the Kindles in the library, Northside Elementary does not have a lending program. However, the lessons learned from the Kindle checkout and return process will assist the Title I teacher as she prepares for checking out devices that are obtained from the Technology Lending Grant.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DISTRICT GOAL 1: Each student will be fully prepared to reach his potential for postsecondary education and/or employment opportunities through a personally challenging curriculum. All students will show measurable growth in reading, writing, math, social studies, and science throughout their school years. Instructional technology will be utilized as appropriate throughout all curriculum areas.

District Goal 1 emphasizes the value of successful students in our schools. We want our students to be successful and provide the support and programs to make success an option for every student. Technology can support this goal, but may not if teachers do not understand its use. The success of any technology program depends on the implementation by the teacher and the ability of the teacher to effectively use the technology in the classroom (Bebell & O'Dwyer, 2010). Teachers provided with tablets through this technology lending grant would be taught how to effectively use technology through professional development provided through courses taught by our instructional technology department, and those courses teachers additionally attend related to the curriculum and technology. Technology classes available through our district provide opportunities for teachers to learn researched-based practices for effectively implementing technology. Professional development is available after school, during level meetings, and at other times as requested by the campus leaders. Further support will be available through district instruction technology coaches. Professional development and coaching, is a foundation for student success in this program. The teachers will be better able to help students meet the objectives of District Goal 1. The addition of the technology afforded through this grant will provide more tools for trained teachers to help students be successful.

Reference

Bebell, D. & O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings. *Journal of Technology, Learning, and Assessment*, 9(1). Retrieved [date] from <http://www.jtla.org>.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Leaders at each campus in Angleton ISD were provided with links to this technology lending grant. They were also presented with a Power Point that summarized the main points and conditions of the grant. Of nine campuses, seven responded with their own proposal, explaining what they would do with the grant, and the student benefits of having the technology lending grant at their school.

A committee consisting of the Director of Academic Services, Elementary Curriculum Director, Secondary Curriculum Director, and Instructional Technology Coach met to discuss the submitted proposals. Campus criteria evaluated included percentage of economically disadvantaged students, STAAR test results, and Title I funding availability. Two campuses were selected, Rancho Isabella Elementary and Northside Elementary, primarily due to the socio-economic and academic needs of their students, and also due to the small number of student technology devices available in the classrooms.

Neither campus currently has technology lending program. Students at both schools access technology through the four PC-based computers in each classroom or a computer lab. There are three computer labs with 22 computers at Northside and four computer labs with 22 computers at Rancho Elementary. Each classroom has a teacher presentation station consisting of a big screen TV/monitor attached to a PC and a document camera. A few teachers at each campus have one or two iPads that they connect to the presentation station. Northside Elementary just recently obtained 24 iPad minis that will put on a cart for teachers to check out for classroom use. Occasionally (less than five times in the school year) students in Rancho Isabella 5th grade are permitted to bring their own devices to school if they have them.

At Rancho Isabella, 61% of current 5th graders (42 out of 68) have internet access at home. For current 4th graders, those that will be the first year participants in this grant, 59% (33 out of 56) have internet access. At Northside Elementary, approximately 50% of the students do not have internet available to them at home. Teachers and the campus leadership committee at Rancho will be able to identify those 5th grade students in greatest need. The Title I teacher at Northside will also know which students need remediation and are economically disadvantaged. They will also work with the parents to identify which of the 56 students really has internet at home. Priority for device check out will be provided as follows:

1st priority: Remediation and homework help for economically disadvantaged students without internet at home, and that are not on target for passing grade level STAAR tests.

2nd priority: Remediation and homework help for economically disadvantaged students without internet at home, and that are not on target for passing their grade.

3rd priority: Homework help and education enrichment programs for economically disadvantaged students without internet at home.

The internet service provided will be through filtered wireless hotspots that go home with the iPads. Educational level filtering will be provided by the wireless service provider, either through the wireless providers we select, or will be sent through Angleton ISD internet via the wireless provider services.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angleton ISD has each student sign an acceptable use policy for computer and internet access. This document covers issues related to responsible use. Some of the topic covered include cyberbullying, copyright, appropriate handling of hardware, safe internet surfing procedures. Students are not permitted to access school devices until they, and their parent have signed this document. With the addition of a technology lending devices through this program, there will be a need to create a district agreement.

In the classroom, policies and procedures will be added to the regular classroom procedures so that expectations on the device when the students are using the equipment is understood. Each teacher will be required to have their own or a campus procedure for device use. Items to be added to these procedures will include using two hands when carrying the iPads, have an adult plug in the device when the battery is low, no liquids around the iPad, only using apps and programs the teacher has instructed the students to use, making smart choices when using the iPad, cleaning hands before using the device, no disassembling any part of the iPad, etc. The instructional technology coach has examples of procedures and will work with campus principals and teachers to be sure procedures for classroom use is in place, as well as clear consequences of inappropriate use.

Classroom teachers in all foundation subject areas use technology to drive instruction. Teachers use a large television monitor connected to a computer to draw students into each lesson. For example, a lesson on renewable resources would begin with a short video, followed by guided instruction from the large television monitor, where the teacher is having each student follow along. Teachers that have an iPad, like are Science teacher, are able to connect her iPad to the large screen monitor via Airserver, which projects the image and sound from the iPad in her hand onto the screen. With the lending grant, the teacher would have each student with a device in their hand that they would be able to manipulate renewable and non-renewable resources through the Exploratorium app, the Science Starter app, and the digital and student-centered material available through our 2014 - 2015 textbook adoptions. Then, as part of the lending grant program also, students would have an opportunity to complete home assignments using the same forum to enrich education.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RANCHO ISABELLA: Electronic Instructional materials are used in all subjects and all grade levels and are limited to teacher owned or school provided. Each classroom has at least four student computers, one teacher computer, and a whole-group instruction computer with a large screen monitor (presentation station). On the student computers, students are using programs like Techknowledge (TA TEKS), Accelerated Reader (Reading/ELA), IStation (Reading/ELA), Discovery Education Streaming (all subjects), BrainPop (all subjects), ThinkCentral (Reading/ELA), ThinkThrough Math (Math), and Science Starters (Science). The 5th grade Science teacher also uses her iPad Air to connect to the presentation station for whole group instruction. She also has two other iPads that she uses for extra practice and "station time." She has said she uses "a hundred different apps" including Quizlet, ScieRav, Exploratorium, Weather Channel, Moon Phases, Class dojo, iBooks, BrainPop, Food Chain, Rock Cycle, Kinetic Balls, Circus, Living Earth.

NORTHSIDE ELEMENTARY

Currently Northside Elementary teachers can use the following across grade levels and content areas:

- Promethean boards (8 on campus, including Kindergarten, 5th grade and 1 Special Education classroom)
- Presentation Stations (all classrooms)
- Document cameras (all classrooms)
- Touch Screen monitors (all classrooms that do not have a Promethean board)
- Kindles (20 through our library for reading)
- Reading Play-Aways
- Variety of Instructional software programs such as Study Island, SuccessMaker, Accelerated Reader, Think through Math, Lonestar Math & Reading, Techknowledge

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All teachers at Angleton ISD are provided Instructional Technology coaching and professional development. Classes during school year 2013 – 2014 have included iPad Basics, Intel Designing Blended Learning, iTunes U, Screencasting, ActivInspire, Elementary iPad Apps, Secondary iPad Apps, Technology Time for PreK and Kindergarten, and more. Teachers that participate in this grant program will meet with their campus leader and the district technology coaches to plan and prepare for iPad use in the classroom. They will learn, within the first three months, research-based methods as presented in Intel Designing Blended Learning, and content-focused iPad training that will include iPad Basics, iPad apps for student learning at high levels of Bloom's Taxonomy. Some of the apps taught will include Explain Everything, Screen Chomp, iTunes U, and Apps for the Classroom. Teachers will also learn about cloud-based file sharing in OneDrive and Google. In addition, they will have the option of working with an Instruction Technology coach throughout each school year to receive one-on-one training, help with new technology, and to learn ways to maximize the impact of software they already use.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angleton ISD has a very versatile fiber network infrastructure that allows students and teachers to make use of many technology tools, district-wide. The gigabit network backbone allows us to deliver voice, video and data, on demand, to all classroom devices. Ultimately, our robust district network enables teachers to deliver creative and instructive classes that engage and enhance student learning. Our Aruba wireless network provides wireless connectivity with adequate density and bandwidth to all classrooms. We have 256 Aruba wireless access points divided amongst 9 campuses. Our Northside and Rancho Isabella campuses have access to 200MB of internet bandwidth, with a budget to afford 1GB bandwidth if needed. We currently utilize Cisco's Meraki MDM to enable us to manage our fleet of iPads. As a district, we have participated in the Schools and Libraries Program of the Universal Service Fund (E-RATE) for many years. Our firewall and internet filter solutions have enabled us to maintain compliance of the Children's Internet Protection Act (CIPA), which allows us to receive E-Rate funds. Specifically, our Sonicwall firewall enables us to protect our internal network from the world-wide-web, creating a reliable and secure internal network. Our iBoss appliance enables us to filter and monitor all internet traffic. It is a proven solution, giving us the confidence that our students are safe and making right choices while surfing the web. Finally, our libraries at Northside and Rancho Isabella campuses, are equipped with Follett's Destiny database, that will help us checkout iPads to students for take home. This database will enable us to keep track of all iPads and help secure our investment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students that check out devices for use at home, and that do not have internet, will be provided that opportunity through hotspot devices. The devices provide wireless internet and is secured for education-use only, secured to the same standards as our school district. Students will check out both an iPad and a hotspot device to take home with them if they have been assigned work for home. Before they can check out any equipment, either during school or at home, they will be taught the Digital Citizenship Technology Application strand of the TEKS. They, and their parents, will also be required to sign a technology lending agreement and responsible use policy. Prior to check out, teachers at each school will also have their checkout system and logs documented and ready to use. Priority will be given to students that need remediation, are economically disadvantaged, and do not have internet at home. Need will be verified through school records and teacher recommendation (Science teacher at Rancho Isabella and Title I teacher at Northside).

Mobile Device Management and the wireless provider will work with us to provide internet filtering and protection to meet district standards. At school, internet access will be filtered through the school wireless network. At home, the internet will be filtered through the wireless hotspot devices.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Angleton ISD's technical support is adequate to support all the devices at every campus, and we will have no problem providing sufficient technical support for the students' anticipated use of devices provided through this grant at its participating campuses. Our district technology department has 15 staff members, supporting approximately 7200 users and 4500 computer devices at nine instructional campuses. Teachers and administrators have rated the technical support high for our district for many years. For the 2013-2014 Texas Teacher School Technology and Readiness (STaR) chart, our technical support (INF4) rating is "Advanced Tech". Angleton ISD has made it a priority to secure adequate technical expertise to assure the district gets the most out of the investment it has made in technology.

Technical problems are a common part of working with technology. Any teacher or support employee that has technology issues at Angleton ISD reports their issues to an online helpdesk. Ten support technicians and specialists throughout the district are assigned to each item on the helpdesk. Most items are resolved on the same day that the item was reported.

For the technology lending program, problems with devices or software will be administered through the Technology department. When students have problems with their devices, they will report to the checkout teacher, who will then post the item to the help desk. A technician will then respond and either remedy the problem onsite or take the device and send it out for repair.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:020902

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RANCHO ISABELLA: The Science teacher will be the device custodian. She will administer the technology lending agreement and responsible use policy are signed by students and family and keep the forms updated. She will coordinate and document Digital Citizenship education for students. All devices and equipment will be checked in and out through her classroom and locked storage area. She will collect the acceptable use parent/student agreement and will determine the greatest need. She will coordinate and report to the technology team any required maintenance. At the beginning of each day, she will check that students have their devices and have returned them. At the end of the day, she will check out devices to students with an educational need and plug in the remaining devices for overnight charging. All logs and documentation will be provided by her. If she is absent, one of the other 5th grade teachers will be designated as her substitute. This substitute will be trained in all procedures and documentation to assure program integrity.

NORTHSIDE ELEMENTARY: We will have two people in charge of managing our new devices. The devices will be stored in a charging cart in a locked closet. Our Title I teacher and our Campus Technology Representative will work collaboratively with teachers to check out devices, determine need based on student performance and RTI data, ensure that the devices are charged and ready for student use and lending, and maintain documentation of student acceptable usage forms, check out of devices form, device usage and student progress. Both parties will be responsible for their duties should one not be present at work that day for whatever reason. They will coordinate and report to the district technology department for any required maintenance or other support.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Insurance for repair and accidental damage will be maintained by the district for the grant period. Any student that damages a device will be required to notify the responsible teacher. She will then initiate a help desk item, and a technician will pick up and ship out the device for repair. To minimize device damage, all devices will be secured in drop-resistant cases. Students that remove the devices from these covers will face discipline and possible use restrictions. All teachers that use the devices will be trained in classroom use and procedures. They will all be required to create classroom procedures that encourage device safety or will be required to use the district version of classroom procedures for technology devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital Citizenship will be taught prior to student device use and will be emphasized throughout the year. They will be taught about safe, legal, and responsible equipment use, polite and positive interactions in collaboration with technology. Mastery of the Digital Citizenship strand of the Technology Application TEKS will be obtained by passing a student assessment with 80% or above. Students that don't pass the assessment will be retaught and reassessed.

Angleton ISD currently has teachers and students sign a district Acceptable Use Policy. The student version policy must also be signed by the student parent/guardian. This form will be revised and adapted to meet the requirements of the Technology Lending Agreement and will address responsible use and care, the importance of using digital resources safely and securely, and will also emphasize the responsibilities of the students in Digital Citizenship. Once students have passed the Digital Citizenship assessment, they and their parent or guardian will be required to sign the Technology Lending Agreement and Responsible Use Policy. The Responsible Use Policy will be included in the Technology Lending Agreement.

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